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**PERRY'S**

## ADDRESS TO PARENTS, &c.

*Which may be obtained at the Powelton Academy  
or at the School Room.*

## A NEW SYSTEM OF EDUCATION.

THE subscriber respectfully informs his friends and the public, that he has recently brought from London a new System of Education, invented by Mr. James Perry, which, as will be seen, by the perusal of the annexed documents, is now adopted in many extensive Academies in England; and it is the decided opinion of all who have witnessed its effects, that, from its superior excellence, it must, of necessity, and at no distant period, universally prevail.

Education on the above system, including the English, French, Latin, and Greek languages ; Writing, Geography, Book-Keeping, the Mathematics, Books and Stationary ; together with Board, Washing, and Bedding, for young gentlemen under ten years of age, one hundred and forty dollars per annum, and an additional ten dollars, for every year exceeding that age.

The situation of the establishment is healthy and pleasant. The premises spacious and convenient, and the treatment kind and liberal.

AMOS CLEAVER,

*Powelton Academy, West Philadelphia.*

References, William Staughton, D. D.

Rev. William E. Ashton, and  
George Howorth, Esq.

N. B. The School-room is at 30 1-2, South Seventh-street, between Chesnut and Sansom-streets ; and pupils who board with the subscriber, will be conveyed thither in his carriage ; having, thereby, the benefit of an airing twice a day.

A few Day Scholars will be received, and their Education as carefully attended to, as that of the Boarders. The terms for Day Scholars, may be known at the School-room, which is now open.

AN

## ADDRESS TO PARENTS, &c.

ON THE

## NEW SYSTEM OF EDUCATION,

BY MR. PERRY.

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IT may not be too much, if when *announcing universally to Schools a superior System of Education*, I should ADDRESS PARENTS on the subject, a subject in which they are so much interested, and a subject, in which the present and future interests of their dearest attachments—*their children*, is most intimately connected. Much of the solid and lasting happiness of parents is dependent on the *successful education* of their children; in this, all their hopes are concentrated, and with this are associated all their delights. In order fully to appreciate the advantages that result from “THE NEW SYSTEM,” it is of importance, previously to ascertain where improvements are most wanted in the prevailing ones. This can be done only by pointing out their defects.

It cannot be denied, that the prevailing systems of Education are, in many respects, objectionable.

1. The *Cultivation of Intellect* is effected, in proportion as the *Thinking Faculty* is brought.

into operation ; but the prevailing system, cannot be said to accomplish, in any considerable degree, this chief object.

2. The *Thinking Faculty* is excited to operation, not only by solitary study, but, often most powerfully, by *Oral Discussion* ; there being mutual action and re-action between thought and language : but pupils, on the prevailing systems, are, from the very nature of those systems, confined, during all the hours of school, to solitary study ; and prohibited every kind of conversation.

3. The prevailing systems teach few things, perhaps nothing, *perfectly*.

4. A great proportion of the pupils' years before maturity, is spent at school, in acquiring this *imperfect* knowledge.

5. A Class, the most accurately assimilated, on the prevailing systems, is made up of pupils, whose natural and acquired talents are various, whose different degrees of preparedness for the subject studied, are as different as their faces are different ; yet they are taught *collectively*, all are expected alike to understand *the same explanation*, all are expected to improve alike by *the same method* : it is attempted, but in vain, that pupils of *superior* talents should not, under such circumstances, lose time from being retarded by those more *backward* ; and that the latter should not suffer from being made to keep up with the former. The *Plan of Classification* also, and the *magnitude* of the Classes, cause many lessons to be imperfectly learned

and said ; and the pupils, at best, say only those parts of the lessons, that come to their turn to say ; or, if each pupil is required to say the whole lesson, the others, during such endless repetition, lose their time.\*

\* An attempt has, recently, been made to avoid the inconveniences, which arise from classification, by the applying of a very ancient principle to the various departments of modern education.—It was found, among other disadvantages in the present methods, that the number of classes was too great to be properly taught, that pupils in the same class did not equally improve under the same tuition, and, that they only said parts of the lessons : to do away, therefore, with these and other evils attendant on the division of a school into classes, it has been recommended to adopt *no division, no classification whatever*, but in lieu thereof, how numerous soever the pupils may be, how many branches soever they may study, and however unequal in their different stages of advancement, to take the whole school, and *teach it, altogether, one common lesson* ; and, instead of requiring each pupil to say separately, to require the whole number of pupils *to vociferate, all at once, every part of it*. However efficacious such a plan may be, when applied to the *pronunciation* of our own, or to that of a foreign language, it cannot be admitted, that it is capable of effecting any thing in the *analyzation* of any language. And when we hear him, who assumes to himself the invention, maintain, that it is applicable to *the whole routine* of school-business, as the Classics. Arithmetic, the Mathematics, Grammar, &c. we feel ourselves compelled, rather to reprove the temerity of such assertions, than to applaud the sagacity of the pretended invention. If on the usual plans of classification, the disparity of pupils in the same class be so great, as, in a

6. Success in communicating instruction depends much on the Teacher's tranquillity and vigour of mind. A person, therefore, who is *fatigued* in body and mind, confused by perpetual interruptions, and almost constantly irritated, can be, in such a state, but little fit for the purposes of tuition. Yet to these inconveniences, the very nature of the prevailing systems necessarily subjects the Teacher.

7. *Tyranny* in the tutor, and *Terror* in the pupil, seem, from their frequent occurrence, to be necessarily attendant on the prevailing systems. *Corporal Punishment*, and *Coarse or Scolding Language*, brutify human nature, and degrade it, even in its own estimation: they set aside, and at naught, all appeal to those principles of rectitude, and all that desire to do well, found even in youth the most depraved; they disregard all the finer feelings, and, in lieu thereof, substitute slavery and treatment of the most ignominious kind. Forcible as this reasoning is admitted to be, most of the existing systems are constrained to make use, more or less, of these pernicious and destructive measures.

8. Pupils are *sedentary* during all the hours of

considerable degree, to defeat the exertions, and to paralyze the talents both of them and their teacher, much more pernicious must be the effect, when the *whole school, however large*, is embodied into a *single class*. Injurious indeed must be such a plan to the rising generation, and *unwary* must those teachers be, who adopt such a method.

school, a circumstance very destructive to health ; particularly as they are thus restrained during so many years, years in which all their approximation to full growth and vigour must be made.

9. The greater number of pupils bring away from school, with the little knowledge they have acquired, an *Antipathy for the Studies* which they have, for so many years, pursued under the impulse of corporal punishment, or other degrading treatment.—Literature and Science are, therefore, neglected when school is left.

10. Much of the pupils' time, during school hours, is *unemployed*, or *not employed to the purpose*. They have time to squander in play, in talk, and in traffic.

11. The time, during which they are not fully occupied, they too often embrace, to teach each other *Depravity of Manners*.

12. *Plagiarism* is practised on the prevailing systems, to a destructive extent ; and much difficulty, also, is experienced, in preventing pupils of inferior acquirements, *from getting their work done for them by scholars more advanced* ; who are often induced to do this from partiality, some petty gift, or, from not having enough to do.

13. *Assistants*, instead of *Principals*, have often the tuition of pupils, that is, persons frequently but indifferently qualified ; who can, of necessity, feel but little or no interest, in the solid progress of their



pupils, and from whose mismanagement, other serious evils do not unfrequently occur.

14. To attempt the tuition of pupils by making use of a language, which they do not understand, is too absurd ever to have found an advocate; but in proportion as the learning of the Tutor is elevated above that of his pupils, in the same proportion, also, is his language elevated, and, consequently, in the same proportion, he ceases to be understood.—The Preceptor's language partakes more of the nature of written diction, the pupils' more of the colloquial style. Written and spoken language are, in many respects, essentially different: what is intelligible to children in the latter, is often, by no means so, if expressed in the former. With much, then, of the absurdity of teaching in an unknown tongue, are most of the prevailing systems chargeable, when they employ only the *mature* understanding, to convey instruction to the *juvenile* mind.

15. The *faculty* which children possess of *communicating instruction to one another*, beyond any thing the adult Preceptor can accomplish, was known in ancient as it is now in modern times, and yet few of the prevailing systems avail themselves of this faculty, and *none of them*, to any extent.

16. *Accuracy of Thought and of Expression* are perhaps the greatest benefits, that Education can bestow, and are acquired only by *much daily written Composition*; yet pupils compose but seldom on the prevailing systems.



17. Excellence in *Oral Discussion* is of inestimable advantage to the possessor, and can be acquired, like Composition, only by *much daily* and *well regulated practice* ; yet this practice is, on the prevailing systems, wholly interdicted.

18. Few, that are educated on the prevailing systems, become thorough scholars.

19. The more difficult the subject is, which is studied, the more unsuccessful the prevailing systems are in teaching it ;—so we seldom find students make considerable and solid progress in the more severe studies, as the Classics and Mathematics.

20. It cannot be said with much correctness, that *Order, Energy, Application, Accuracy* and *Precision* predominate in the prevailing systems ; and it is already conceded, that these are attainable only by long habit ; it is contrary, therefore, to the nature of things, to expect pupils to be confirmed in habits so inestimable, on systems, in which they have so little place.

21. *Emulation* is great, in proportion as the number concerned in the contest is great ; but the power of the prevailing systems, being extremely limited, compels many schools, on these systems, to receive but a very limited number of pupils.

22. To discover, when *lessons should be said*, that *they are not known*, on account of some difficulties having presented themselves, which the pupils could not understand, when they were preparing their lessons ; is, also, to discover that *much*

*time has been lost* : but the usual systems have no adequate means of preventing the frequent recurrence of such serious evils.

23. The nature of the prevailing systems, *not compelling tutors to give perfect instruction*, lays those systems open to the intrusion of *empirics*,—of men, who offer themselves to the public, as instructors of the rising generation, but who, from possessing little or no knowledge of the subjects, which they profess to teach, would serve the interests of society better, by modestly withdrawing from so responsible a profession,—from an employment, so fraught with injury, where it is badly performed.

24. In those Academies, where the Monitor systems are adopted, the objections to the use of Monitors are extremely numerous and forcible. 1st. If the monitor is idle, *the whole class* in consequence suffers. 2nd. A monitor, in teaching a considerable class, (on some systems, a very large one,) neither will, nor can, call forth, either from himself or his pupils, the degree of industry, of energy, and of attention, absolutely requisite for teaching or learning with only tolerable success. 3rd. The *implicit* dependence, which, to a very great extent, must be reposed in the monitor, that he will faithfully discharge his office, and the consequent liability to this dependence being abused, on account of so much industry, energy, and attention, being required to teach a class. 4th. If a monitor is absent, or leaves school, his class can

do nothing, till he return, or another be appointed. 5th. On the monitor systems the re-appointment of monitors is incessant, and an intolerable burden on the teacher. 6th. It not unfrequently happens, that absent, or left monitors, cannot be efficiently replaced, in consequence of none of the remaining scholars being at all capable of teaching and managing a class. 7th. The difficulty, which the principle perpetually experiences, in keeping a mere child industriously employed in so arduous an occupation, as teaching a considerable class. 8th. Confusion and loss of time in the school, till the absent monitors be replaced. 9th. Monitors are open to objection on the very ground of their superior acquirements, as they are, in consequence, more useful to their parents, and therefore more liable to be detained at home by them. 10th. The aversion, which children have to be much occupied in teaching classes, after the novelty of the office is over. 11th. The great objection, which parents have to suffer their children to be employed in teaching classes, and their frequent removal in consequence. 12th. The dissatisfaction attendant on the employment of monitors, in those pupils, who are obliged to submit to be taught by them. 13th. The difficulty which frequently occurs, of adequately promoting the instruction of the monitors, in consequence of so much of their time being occupied in teaching.

25. *Unnecessary noise, bustle, and confusion,* are prevalent on the usual systems.

26. *Economy* has no place on the prevailing systems, as two thirds of the pupils' time, are little or no better than lost. The expense of extras, moreover, such as *Books*, is strongly objectionable.

27. Pupils seldom *Read* with much propriety of inflection, emphasis, &c.

28. To learn to *Write*, that is, to learn a very simple imitative art, pupils practise an hour or more, almost daily, during the whole period of their education ; yet, when they leave school, they can seldom write any thing beyond a *School-boy's* hand,—the *business-hand*, they have, therefore, to acquire in after-life. Here, there is much time consumed, and but little accomplished.

29. In *Arithmetic*, even when pupils have acquired some dexterity in the practice, *the nature and reason of the operations*, are commonly not understood.—The prevailing systems degrade *Arithmetic* from the rank of science, by the manner in which they teach it ; nor is this all, the thing is made abstract and needlessly difficult, simple subjects are rendered complicated, and mischievous methods, also, of teaching some of the most *important* rules prevail almost universally. Hence, pupils are seldom made, at school, sufficiently expert in *Arithmetic*, for the purposes of business.

30. Pupils are seldom erudite in *English Grammar*. Their knowledge, after having learned it for years, more especially if they know nothing of the learned languages, often extends but little beyond

mere rote work. The mechanism of language is the greatest monument of human wisdom, and is, therefore, best adapted to benefit intellect by its analysis. Hence, the analysis of language is capable of being made an adequate instrument of mental discipline. This effect, however, is often frustrated on the prevailing systems.

31. *The Classics* are undoubtedly the most beneficial instrument for the cultivation of intellect, and, whether we regard their direct or indirect utility, it is not easy to over-rate their value. Yet they are, often, so taught as to demonstrate, that years of time have been absolutely lost,—years, in which nothing of any value whatever has been acquired. Hence their utility has been disputed,—an argument drawn from the abuse of the thing. In some establishments, indeed, they are studied to the exclusion of other indispensable subjects: whence, also, their general unfitness has been argued,—another argument from the abuse of the thing. Prejudices, chiefly arising from the manner, in which the Classics are usually taught, are far from being uncommon; hence, with many, a Classical education is not considered an essential requisite; a good English Education is all that is sought for. For this purpose, a knowledge of the grammar of their own tongue is, alone, deemed sufficient. But the observation, that the study of the Latin Classics is of extreme utility in acquiring a perfect knowledge of English, is as true as it is trite; nor was there ever one yet, that had a com-

prehensive knowledge of the principles, structure, and force of our language, who was not acquainted with the Latin; much less, then, can it be admitted, that any teacher, ignorant of Latin, can teach his own language with effect. Pupils, on the prevailing systems, apply to the Latin tongue for months, and, not unfrequently, for years, without *seeing the utility of its inflections, or perceiving the nature of its mechanism.*

32. *Geography*, also, is studied by pupil for years, before they have a correct knowledge of the *localities, relative situations, comparative magnitudes, &c.* of those places, that are commonly incorporated in books of Geography.

33. Any thing like a tolerable knowledge of *History*, is, with extreme difficulty, attainable on the prevailing systems.

34. There is barely time to commence the *Mathematics* on the prevailing systems; the time those systems can find being little more than sufficient for Arithmetic. The Exact Sciences, therefore, are but very slightly cultivated. Even *Algebra*, important and sublime in its object, and, in its more elementary stages, easy and simple, can be but little attended to. The prevailing systems adopt such a method in teaching Algebra, as to require, that pupils should apply to it for a considerable time, before they can understand, how *quantity can be designated by letters*; how any operations can be performed by a *literal* notation, that can lead to rational conclusions. The usual modes,

also, of teaching the science are insufficient to give pupils a knowledge of the subject, at all considerable, or, of any great utility.

35. No considerable information in the *Philosophical Sciences*, or the *Belles Lettres*, is, or can be, imparted to pupils on the prevailing systems.

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## THE NEW SYSTEM.

AFTER having exhibited some of the points in which the prevailing systems fail, it seems almost unnecessary to say any thing more of "THE NEW SYSTEM," than that these defects, in whatever schools it is adopted, are *necessarily* corrected.—As, however, the hopes of the Reader may be excited to expect something beyond this, I have subjoined the following particulars :

1. It is a System of *universal application*, and therefore adapted both to *Ladies'* and to *Gentlemen's* schools.

2. The System applies alike to the Latin and Greek Classics, to the English, French, Italian, and other Modern Languages, to Composition, Algebra, Geometry, and the Mathematics generally, to Geography, Astronomy, the Globes, History, Elocution, and Drawing; as well as to the Commercial branches—Arithmetic, Writing, Book-keeping, &c.



3. The Pupils are all taught and heard, in every branch of learning whatever, *individually*, as in private tuition. Every pupil, therefore, says the whole lesson himself.

4. Whatever is taught, is, of necessity, taught perfectly, for teaching otherwise than perfectly is *essentially incompatible* with the principles of the system:—this perfection of tuition does not consist in mere *rote* work, as no lesson is laid aside, till it is *accurately* and *minutely* comprehended. This advantage, peculiar to the system, will perhaps be more intelligible, when it is understood, that the Instructor must *thoroughly* understand every subject, that he professes to teach; as “THE NEW SYSTEM” *constrains* him, either to *teach perfectly*, or *not to teach at all*;—he can make no *empty appearance* of teaching. In whatever schools, therefore, “THE NEW SYSTEM” obtains, it *necessarily prevents empiricism* in tuition.

5. *Pupils of superior abilities or acquirements* cannot, from the very nature of the system, be associated with those, inferior in these respects; nor are the *many*, without genius, sacrificed to the *few*, who possess it; a prominent feature of the system being to have due regard to the different gradations of mental power, and thus to put within the reach of every one, means of improvement proportionate to his natural capacity. The System, also, has due regard to the order, in which the intellectual faculties unfold themselves, to the degree, in which they may be strengthened, and to the importance



of training the mind to habits both of multiplied and concentrated attention.

6. Pupils are much disciplined in *Oral Discussion*, on all the subjects that enter into a course of Academical Education; *Oral Discussion* being made, on "THE NEW SYSTEM," a chief medium of study, and of communicating instruction on all subjects. Hence, what pupils learn is more intelligible to them; hence, and from the daily practice of much written composition, they acquire habits of conceiving and intelligibly communicating clear ideas; hence, also, they acquire, at a very early age, an unusual quickness of thought, accuracy of expression, and an easy flow of language on all subjects. By pupils thus freely exchanging ideas in the manner of conversation, interest, also, is excited; attention roused; the reasoning powers strengthened; study rendered delightful; and the thinking faculty exercised, beyond any thing, that silent and solitary study can effect.

7. *Assistants and Monitors* are *unnecessary* in tuition, and therefore *rejected*; the *Principal alone* being all that is requisite even in the largest schools.

8. Every moment of each scholar's time is *wholly employed*. Hence, no pupil can find an interval, however short, illicitly to tell or show another his work, nor can the too common school vices—bribery, promises, threats, or favouritism induce him to attempt this, as these, together with idleness, are universally *prevented*; hence, also, pupils are

prevented from teaching each other *Depravity of Manners*. The nature of the System, also, is *essentially such*, that none can commit *Plagiarism*.

9. Pupils, on "THE NEW SYSTEM," presenting no occasions for *Coercive Measures*, they are not resorted to. The teacher is not, therefore, liable to *Irritation* or *Anger*.

10. The *Order* and *Simplicity* of the System are so great, that the *trouble* and *fatigue* of teaching a School of indefinite extent, are incomparably less than on other systems, aided by all the services that Assistants or Monitors can give. The pupils also contract from the System confirmed habits of *Order, Energy, Application, Accuracy, and Precision*.

11. Pupils are delighted with "THE NEW SYSTEM." 1. On account of the means, which it makes use of, to create inquiry, and to render the acquisition of knowledge a pleasing occupation. 2. From the respective difficulties in all the pupils' lessons being explained and removed, previously to their commencing of the study of them. 3. From the succession of duties being agreeably diversified. 4. From *lonely* and *unassisted study* being, to a great extent, discarded. 5. From the positions of study being so varied, as *not to be sedentary*. 6. From the absence of all *Degrading Treatment*. Hence also, pupils love their learning, make rapid progress, and consider the School Room, at once, a Sanctuary against Fear, and a Theatre of Delight.

12. The *Emulation* excited is greater, beyond any assignable comparison, than on other systems.

13. "THE NEW SYSTEM" applies, with *undiminished power*, to Schools in which the number of pupils is *indefinitely great*; nor are Assistants or Monitors more requisite in these, than in more limited establishments.

14. In *Economy*, "THE NEW SYSTEM" exceeds all others, as it accomplishes, what they effect, in one-third of the time. The *Books*, moreover, and, whatever else is requisite, are incomparably less expensive, than on other systems.

15. In *Reading*, the nature of the System does not admit improper Inflection, Emphasis, &c. to pass uncorrected.

16. Pupils learn to *Write* an accurate and elegant *business* hand in a much shorter period, than that usually allotted to acquire a *school-boy's* hand.

17. In *Arithmetic*, pupils are taught to operate by methods, that are in general shorter, more simple, easier, more intelligible, and less difficult to remember. The Practice, which universally prevails, of teaching Arithmetic as a mere art, is discarded;—Arithmetic is raised, by "THE NEW SYSTEM," to its due rank in science, by which some mischievous principles, that universally obtain in schools, are corrected. Hence pupils obtain an accurate and extensive knowledge of Arithmetic in a much shorter period, and, by finishing their course earlier, have time sufficient, before they

leave school, for the culture of the Mathematics. By thus treating Arithmetic, that slowness of operation, and backwardness to attempt the solution of a question, unless they know the Rule, observable in pupils taught on the usual methods, are removed.

18. *English Grammar* is so treated on "THE NEW SYSTEM," as to be no longer a dry, hated, and unprofitable study ; no longer taught on principles that can expose this important subject, to be known only by rote ; and while the plan, that is adopted, necessarily secures success ; the time, that is consumed, is incomparably shorter than that employed on the prevailing systems.

19. The *Latin* and *Greek Classics*, and other *Languages*, are so taught that the pupil, in his earliest lessons, not only learns, but sees the utility of the inflections, and discerns the nature of the mechanism of the language ; his mind is disciplined from the commencement in the nicest analyzation, and, at every step, becomes more convinced, that nothing can supply a want of classical attainments. The degree of knowledge obtained, is necessarily in ratio with the time employed ; and pupils acquire, in a comparatively short space of time, a minute acquaintance with whatever language they study.

20. *Geography*, *History*, *The Philosophical Sciences*, and the *Belles Lettres* are taught with such facility and success on "THE NEW SYSTEM," as are quite unknown on every other.

21. The *Mathematics*, which, like Classical Studies, are so fit for the cultivation of the human mind, are found to be important by juvenile students, in their earliest lessons, because they are made intelligible to their understandings ; they begin, even at the onset, to relish their utility and sublimity. From Algebra, as from every other subject whatever, all mystery is removed ; and, as this system so accelerates their progress through Arithmetic, as to admit of several years being given to the Mathematics, the pupils' acquirements far exceed any thing accomplished on the prevailing systems.

22. The time employed on this system for the acquirement of any of the foregoing subjects, does not exceed *one-third* of the time employed on others, to acquire them. Thus, during the period usually devoted to education, the pupil is enabled to make valuable attainments in those branches, which, on the prevailing systems, he has not time even to commence.

23. The System is *unique* in its principles, and therefore essentially different from Dr. Bell's, Mr. Lancaster's, M. Pestalozzi's, M. Dufief's, and from every other system whatever.

24. Teachers quickly learn the System, as the principles of it are readily communicated and easily understood.

25. In the cause of the *Universal Education of the Human Race*, every one must declare himself an advocate, who commiserates the condition, and wishes to extenuate the privations of those, whose

wretched situation in the scale of existence admits of being ameliorated only by education. But, however cordially this benevolent object may be espoused, it must be admitted, that we have seen produced by recent Systems of Education, an elevation of intellect in the lower orders of society, without ever having been able to witness a *proportionate* elevation in the middle and higher classes. Could a proportionate and progressive elevation of these be established, no evils could be dreaded ; but, if this should not take place, the approximation has, perhaps, somewhat of a threatening aspect.—The existence of a system, professing *universal equality in intellectual acquirements*, could not have a less dangerous tendency, than one professing *equality in rank and possessions*. The evils of *an approximation to equality in education* have been deprecated by many, and there are not wanting those, who think these evils have been already felt. Be this as it may, certain it is, that the lower orders have risen above their former level in education. This, unless it be corrected, in some degree strikes at the root of all subordination, and a remedy is only to be effected, either by ceasing to educate the poor, or by finding some means of proportionably elevating the middle and higher classes. The latter, which is alone desirable, it is presumed, may be effected by means of “THE NEW SYSTEM,” and thus the equilibrium in education among all ranks will be restored.

The OUTLINE OF THE NEW SYSTEM, 4to. with *Plates*, and the following Academical Course of Instruction adapted to its principles, have been drawn up by Mr. PERRY, and are sold by him only to those Seminaries that adopt the System;—Introductions to *Latin Grammar, English Grammar, Greek Grammar, French Grammar, Composition, Geography, Astronomy, History, Arithmetic, Algebra, Book-keeping, Reading and Elocution*, with *Select Books from Cæsar, Ovid, Virgil, Select Lives from Nepos, Select Epistles and Orationss from Cicero, Select Odes from Horace, Greek Selections, French Selections, &c.* These works for Schools on Mr. Perry's System are best adapted to its principles; but where the Conductors of Schools wish to retain the books already in use, they can do so.

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Academies are allowed a period for trial of the System.

Teachers are taught "THE NEW SYSTEM," as nearly as possible, in the succession in which they transmit their names.

An interview may be had with Mr. PERRY, at 3, Adam-street, Adelphi, London; or applications from any part of the United Kingdom, addressed (post paid) to him, will meet due attention, and Details of "THE NEW SYSTEM," containing the Terms on which it is taught, will be forwarded *gratis*.



ADVERTISEMENT.—Mr. PERRY, conscious of the unprecedented advantages, that youth derive from being educated on his System, has thought it of importance to announce to the Public generally, that there are large and distinguished Boarding Establishments of both Ladies and Gentlemen, in London and its Environs, in Middlesex, Kent, Hertfordshire, Warwickshire, Lancashire, Manchester, Liverpool, Birmingham, &c. that have adopted “THE NEW SYSTEM;” and that these Schools have made arrangements for the reception of an extra number of students. Mr. P. will be happy to give all Parents, who have Children to educate, every information relative both to these Establishments, and to the System, that they can require, together with cards; either on personal application, or by letter (post paid.)

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At one time, all that I could do to convince others, that the details made in this “Address,” were true, was simply to assure them of their truth; but now, and in the lapse of a short time, *the testimony of those may be had, whose interest is not to deceive.*—Large and distinguished Boarding Establishments, both of Ladies and Gentlemen, we have seen, are upon “THE NEW SYSTEM;” they have been induced from conviction alone, to abandon their former systems, in order to adopt the New One. To these then, I beg to be permitted to refer; let them say, whether the advantages, that I have declared *necessarily attend* the System,




are, in any degree whatever, exaggerated. From these, at least, the truth may be obtained. Had the pretensions of "THE NEW SYSTEM" been without foundation, what did Schools of established reputation not risk in adopting it? These, then, are its best vouchers; but, if with any, the marked approbation of the System, which they have shewn, by their adoption of it, should seem insufficient, I refer them to the parents of the pupils, educated in those establishments: Parents cannot, they will not, disguise the truth; and, if they say that the result perfectly accords with the pretensions of the System, they may be believed. I appeal further;—listen to the voice of the youth, that are being educated on the system; to those children, who are yet unacquainted with the arts of deception.—Their ingenuousness and candour assure every inquirer, that they knew not, before, what it was to make *rapid improvement*; that they had not, before, any adequate conception of what was meant by *perfect instruction*; that never, before, did they know what it was, either to *relish intellectual entertainment*, or to *love school*.

J. PERRY,

AUTHOR OF "THE NEW SYSTEM,"

September, 1821.

3, Adam-street, Adelphi, London.

 A small Work will shortly be published by Mr. Perry, in which the effects, &c. that necessarily attend "THE NEW SYSTEM," into whatever schools it is introduced, are more fully detailed.

INVESTIGATION AND TRIAL  
OF  
PERRY'S SYSTEM OF EDUCATION.

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WE, THE UNDERSIGNED, having been taught "THE NEW SYSTEM OF EDUCATION," by Mr. Perry, and having paid the required premium,—a System, which, for some time past, has assumed advantages in tuition beyond all other known methods of instruction, have ascertained, that the Author of the System is able to make good his pretensions, and, consequently, that the System is worthy of our adoption. The prominent features of the System are as follow :—

1. It is essentially different from every other system whatever.

2. It is a System of universal application, and, therefore, is alike adapted to the Classics, Mathematics, &c. as to the Commercial Branches; and is equally suited to Ladies' and to Gentlemen's Schools.

3. It calls the intellectual faculties into more extensive operation, than is, or can be, effected on any other plan.

4. While "THE NEW SYSTEM" teaches every branch of learning on more scientific principles than the known methods do, it performs this with all the certainty, regularity, and accuracy of the most perfect mechanism.

5. "THE NEW SYSTEM" admits of no imperfect instruction, and teachers themselves must thoroughly understand every branch, which they profess to teach.—The System, therefore, removes even the possibility of quackery in tuition.

6. The quantum of knowledge obtained, is necessarily in ratio with the time employed; the progress pupils make, therefore, is incomparably greater, and the knowledge they acquire far more substantial, in a given time, upon this System, than upon any other at present known. It accomplishes what other systems effect, in one-third of the time; and, thereby, enables pupils to make valuable attainments, in many branches, which, on the prevailing systems, they have not time even to commence.

7. The subsidiary methods, which Mr. Perry's System makes use of in teaching the Latin, Greek, French, Italian, English, and other languages, Arithmetic, the Mathematics, Writing, Reading, Geography, History, &c. are as unique, as the general features of the System already detailed, and so much more efficacious, than the methods hitherto employed, as to render it difficult to make a comparison between them.

8. The fluency and correctness, in written and

spoken language, which "THE NEW SYSTEM" gives to every pupil, is so great, that, in this respect, no comparison whatever can be drawn between it and other systems.

9. The System discards all Degrading Treatment, such as Corporal Punishment and Scolding Language; as it possesses, within itself, means of eliciting spontaneously from the pupils, all that nature can accomplish.

10. Plagiarism, &c. can have no existence.

11. Every moment of each scholar's time is wholly employed.

12. It perpetually delights the pupils.

13. "THE NEW SYSTEM" applies, with undiminished power, to Schools, in which the number of pupils is indefinitely great.

14. The tuition of pupils is not left to Assistants, as the System requires neither them nor Monitors, even in the largest schools.

15. Principals teach their schools with much less trouble and fatigue, on "THE NEW SYSTEM," than they can on any other.

16. Teachers quickly learn the System—generally in six days.

17. The System does not, like that of Bell and Lancaster, confide the Tuition of a class to a mere boy; nor is it, like Dufief's, necessarily confined to pronunciation and Rote-Work, but is of universal application.

18. In regard to the other advantages, stated by Mr. Perry, as necessarily attending his System,

the narrow limits of an advertisement, preclude us from saying more, than that we have invariably found, that those advantages far surpass the utmost expectations we had previously formed from the perusal of Mr. Perry's "PROSPECTUS," "ADDRESS TO PARENTS, &c.;" and our conviction is, that Mr. Perry's System must, of necessity, and at no distant period, obtain general preference before any of the prevailing plans of Education.

*To the foregoing Statement we set our Hands:*

BENJAMIN SWALLOW,  
Academy, 25, Great Quebec-street, New Road,  
London.

HANNAH MARIA, JEMIMAH, and  
ELIZA HOPWOOD,  
Bolton House, Turnham Green, London.

JAMES DARNELL,  
Prospect House-Academy, White Lion-street,  
Pentonville, London.

HENRIETTA WILLIAMSON,  
Packer's Court, Coleman-street, London.

GEORGE SHIRLEY,  
Troy Town-Academy, Rochester.

JOSHUA SMITH,  
Basing House, Rickmansworth, Herts.

Rev. JAMES MACGOWAN,  
Academy, Seel-street, Liverpool.

JOHN POWELL,  
Solihull School, Birmingham.

AMOS CLEAVER,  
Somers Town Academy, London.

JOHN HOLDEN,  
Weld Bank-School, Chorley, Lancashire.

ANNE JENKINS,  
26, High-street, Newington, London.

CHARLES LOUIS LOWE,  
10, Popham Terrace, Lower Road, Islington,  
London.

DETAILS of "THE NEW SYSTEM," the "ADDRESS TO PARENTS, &c." and other Particulars may be obtained *gratis*, either by Parents or Teachers, on Application (*Post Paid*) to Mr. PERRY, 3, Adam-street, Adelphi, London; or at Mr. Perry's Academy, 9, Nicholas-street, Mosley-street, Manchester; or by applying to any of the preceding Signatures.

*Extract from the Franklin Gazette, of March  
22nd, 1823.*

## PERRY'S SYSTEM OF EDUCATION.

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*To the Editor of the Franklin Gazette :*

SIR—I was much gratified some time since on reading, in Mr. Poulson's paper, an advertisement concerning a new system of education, which, I find, is the same that is highly spoken of in England, as will be seen by the Times newspaper sent herewith ; and as I find therein several observations on the system, which did not appear in the American Daily Advertiser, I shall be pleased to see them copied into your paper for the information of the public ; hoping, that by so doing, you will aid the cause of education. As a parent, I, of course, feel much interested in the education of my children ; and as this system, from what I have seen, seems much preferable to any other, it is my intention to give it a trial, by having my children educated upon it. Hoping that the advantages held out by it may be realized, I am, sir, yours,

A SUBSCRIBER.

*Extract from the Times Newspaper.*

Mr. Perry having been presented with numerous testimonials of his system by the principals of eminent schools, both of ladies and gentlemen, who have adopted it, has made from them, for the inspection of teachers and parents, the extracts which appear below.

In reference to these testimonials, Mr. Perry cannot be insensible to the deceptive arts by which confidence is frequently weakened: he therefore anticipates the suspicions which may arise as to the authenticity and credibility of his testimonials. He has, however, no means to repel and invalidate these suspicions, but his confidence in the influence of truth, which eventually effects conviction. He would also suggest that deception, however generally it may prevail, and with whatever success it may accomplish its insidious purposes, can offer no conclusive evidence against the existence of truth in some specific cases. It is to an exception of this kind that Mr. Perry appeals, and whilst in the prejudice which opposes what is new, he recognizes the justifiable operation of prudent caution, he is conscious that he has the sanction of truth in asserting the claims of "The New System." Were the circumstance of newness a sufficient reason to justify condemnation, it would have been a valid objection to the introduction of all the discoveries during the succession of past ages. According to this principle of reasoning, consistency would require that we should resort to the same



fallacious criterion to determine the merits of the discoveries of future ages; and on the ameliorating influence of which are founded the expectations that society cherishes, of an approximation to a yet higher degree of improvement.

*Extracts from the Testimonials.*

“Mr. Perry’s invention, though simple and beautiful, is altogether new; no traces of it are to be found in the works of any preceding writer.”

“Mr. Perry’s improvements, also, upon things formerly known, are almost innumerable.”

“The teacher derives from ‘The New System’ an increase of power as great almost as the engineer derives from the use of the mechanical powers.”

“Mr. Perry’s invention increases to the highest possible degree the intellectual power of the teacher, and consequently confers upon him, for the benefit of his pupils, every advantage that he is capable of receiving.”

“Mr. Perry neglects no language, art or science, that is usually studied in school establishments, and in every department of study he suggests valuable improvements.”

“The New System is the most economical plan both for pupil and teacher; to the one it saves time; to the other much expense.”

“Mr. Perry’s system relieves the teacher from at least one half of his usual exertion of lungs, and in a great measure frees him from anxiety.”

“The New System is peculiarly adapted to the

middle and higher classes of society ; as the complete course of liberal education which it embraces, the mild, rational and equitable, yet efficient form of government which it employs, the benevolent, honourable and manly sentiments and conduct which it inspires, cherishes and calls into exercise, entitles it to a decided preference above all other systems for cultivating the minds and forming the characters of young noblemen and gentlemen."

"Schools on Mr. Perry's plan will supersede others, as soon as its effects are generally known."

"I am satisfied that my pupils are now doing all that their talents enable them to do, and this without any coercive measures."

"That Mr. Perry's invention would effectually accomplish its purposes seemed to me, at the time of my being taught it, as self-evident as any mathematical axiom ; and long practice in an extensive establishment, has proved that there was no fallacy in my first conviction."

"If my best wishes can, in a remote degree, contribute towards thy success in obtaining a remuneration for the trouble and expense thou hast been at in bringing 'The New System' to its present state, they are at thy service, for I conceive thou hast done much in the cause of education.—The improvement of some of my pupils, during the last four months, has been more rapid ; that is, they have learned more than in twelve months previous ; and all, I am convinced, have made greater progress in their studies than they would have

made had I pursued my former plan of instruction, and that with more delight to themselves and considerably less intellectual labour to myself; hence the economy of time. That a knowledge of thy system may be more extensively spread, at home and abroad, not by impostors, but by thyself, is the sincere wish of thy friend."

"The simplicity of Mr. Perry's plan is one of its greatest recommendations."

"On 'the New System,' every moment of the pupil's time is completely employed."

"One great reason for my predilection for Mr. Perry's System is the pleasure and delight with which my pupils pursue their studies, on account of the absence of all coercion, and the sensible progress they perceive themselves making."

"The 'New System' is particularly distinguished from others by the perfection of the knowledge obtained."

"In private tuition, Mr. Perry's system is attended with so many and so great advantages, that private governesses and tutors, who understand this system, must be allowed to possess an important superiority over those who are unacquainted with it."

"Mr. Perry may be regarded as the author of a System of Education infinitely superior to any yet offered to the notice of the world."

"The new system rests for its foundation on one of the strongest feelings of the human mind."

"Mr. Perry brings the principles on which society acts to bear on the business of a school."

“Mr. Perry’s is a system of universal application ; it is, therefore, alike adapted to the classics, mathematics, and commercial departments of education, and is equally suited to ladies’ and gentlemen’s schools.”

“The new system admits no imperfect instruction.”

“Teachers quickly learn the system.”

“Mr. Perry’s System is calculated to effect whatever can be done by education.”

“If I were to detail the merits of ‘The New System,’ I could not do better than to take the points adverted to in the prospectus of it, or those in Mr. Perry’s ‘Address to Parents, Teachers, &c.’ In these are mentioned considerations of the very highest importance, and I have uniformly found that Mr. Perry has made no professions which he does not fully accomplish.”

Mr. Perry has designedly suppressed the names and residences of the persons by whom the testimonials have been given ; as the interested reader will, doubtless, apply for the inspection of the original documents.

In a few days Mr. Perry will deliver two gratuitous Lectures on Education. Admission by ticket. Particulars will be duly announced.

After the delivery of the Lectures, an interview may be had with Mr. Perry. Letters to be post paid.

3, Adam-street, Adelphi, London, May 10, 1822.









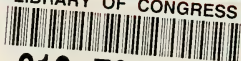








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